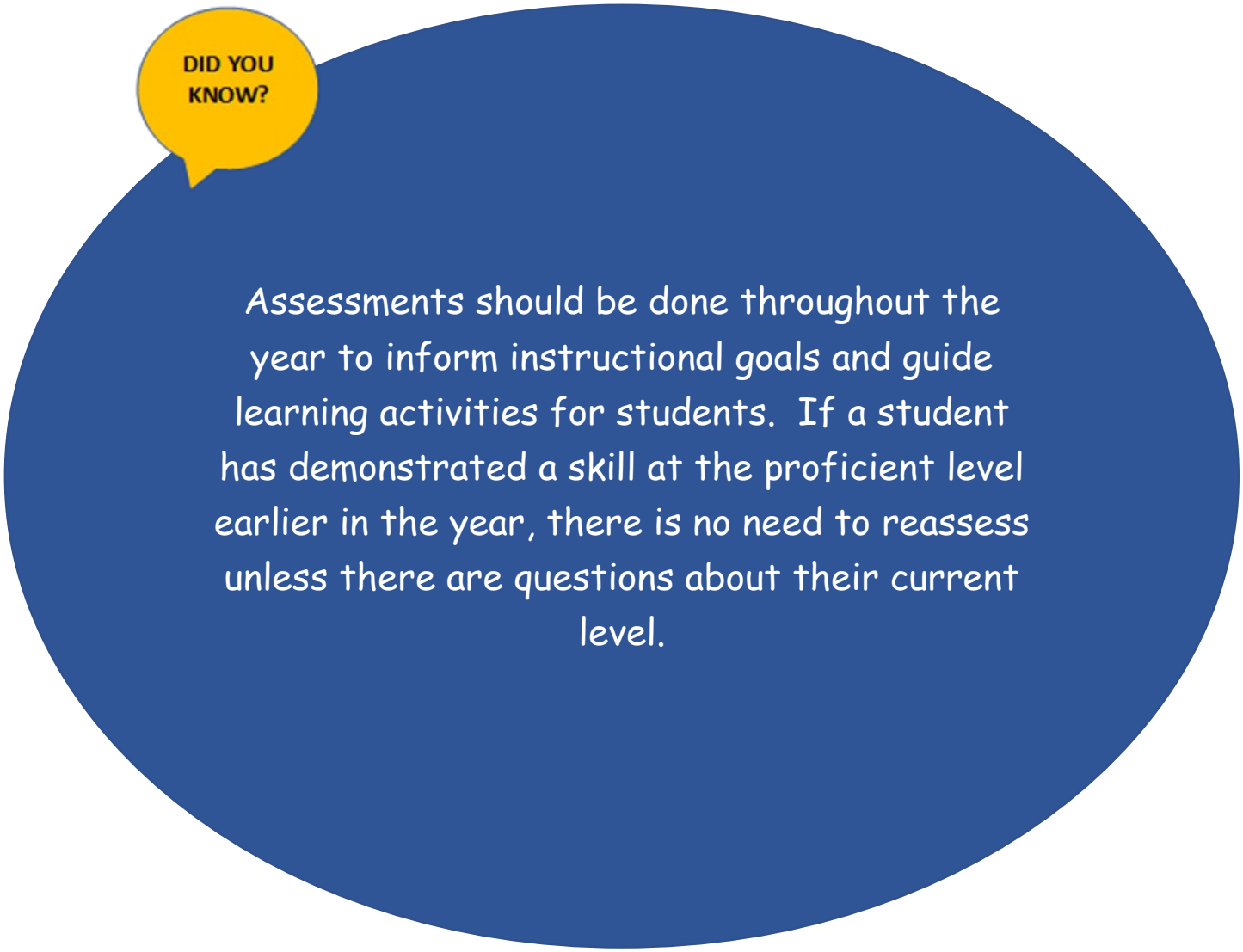
TEACHER RESPONSE FORMS



CONCEPTS OF PRINT

Student Name: **Date:**	
Before reading story, say to the child:	
"Show me the front of the book."	
"Show me the back of the book."	
"Show me the title."	
"Which page do we read first?"	
"Where does it tell the story?"	
"Where do we start reading?"	
"Which way do we go when we are reading?"	
"Where do we go when we get to the end of a line?"	
Point to a period and ask "What is this for?"	
"Point to a letter."	
"Point to a word."	
Total/11	

Comments:

END OF YEAR TARGETS	
Proficient	11
Developing	8-10
Emerging	0-7

ORAL LANGUAGE CHECKLIST

Student Name:
Date:

RECEPTIVE	
Understands classroom language and follows classroom routines	
Understands vocabulary specific to subject situation	
Follows oral directions	
EXPRESSIVE	
Shares personal experiences and feelings related to classroom topics and book discussions	
Speaks fluently and with expression (prosody)	
Asks appropriate questions	
Can retell aspects of a story and give information about a topic	
Uses language to explain, inquire and compare	
Uses speech that is understandable – produces speech sounds correctly (e.g. articulation)	
Uses appropriate sentence structure (grammar)	
Uses appropriate vocabulary for subject and situation	
SOCIAL	
Is an active participant in classroom language activities	
Understands and uses appropriate social conventions for conversations when listening and speaking	
Demonstrates active listening skills	
Total /14	

Comments:

END OF YEAR TARGETS	
Proficient	12-14
Developing	13
Emerging	0-12

PHONOLOGICAL AND PHONEMIC AWARENESS

Student Name:
Date:

1. Clapping Syllables		2. Identifying Rhymes	
bat		book/look	
mother		fun/run	
office		ring/sat	
lollipop		box/yes	
sing		fish/dish	
Total /5		**Total /5**	
3. Producing Rhymes		**4. Isolating Initial Sounds**	
cat		fire	
pot		sick	
tame		mouth	
wrinkle		tall	
brother		gas	
Total /5		**Total /5**	
5. Isolating Final Sounds		**6. Blending Sounds**	
sheep		l i p	
rain		f a n	
book		l e g	
ball		f i sh	
chair		m i ss	
Total /5		**Total /5**	

Comments:

All Subsets Score /30	

END OF YEAR TARGETS (individual subsets)	
Proficient	4-5
Developing	3
Emerging	0-2

END OF YEAR TARGETS (all subsets)	
Proficient	24-30
Developing	12-23
Emerging	0 - 11

**If a student does not give any correct responses in one subset but is still proficient overall, please make a note of the area that needs to be worked on.

ORAL RE-TELLING (Comprehension)

Name:

Date:

Elements		
Characters	Includes main characters	
Setting	Where characters are or what they are doing	
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	Attempts to obtain the goal	
Result	Outcome of the attempts	
Feelings	How do characters feel or think about the outcome	
	Total /8	

Beginning elements include:

- Character
- Setting
- Initiating Event

Middle elements include:

- Initiating Event
- Feelings
- Plan
- Attempts

End elements include:

- Attempts
- Result
- Feelings

END OF YEAR TARGETS	
Proficient	4
Developing	2-3
Emerging	0-1

Did child use props? Yes or No

Comments:

LETTER ASSOCIATION **Name:**

					End of Year		
	LC	UC	S		LC	UC	S
p							
s							
g							
m							
o							
z							
h							
a							
q							
n							
w							
y							
u							
b							
j							
d							
e							
r							
x							
i							
t							
k							
c							
l							
v							
f							
Totals							
	/26	/26	/26		/26	/26	/26

Recording:

LC – lowercase
UC – uppercase
S – sound
✓ - correct
*Incorrect response: record what child says

Comments:

END OF YEAR TARGETS	
Proficient	26 letters UC & LC) 26 sounds
Developing	16-25 sounds/letters
Emerging	Less than 16 sounds/letters

Reading Words

1. it	
2. can	
3. and	
4. the	
5. to	
Total /5	

END OF YEAR TARGETS	
Proficient	5
Developing	3-4
Emerging	0-2

Comments:

STUDENT PROFILE TRACKING SHEET (School Data)

Student: _____

CONCEPTS OF PRINT

END OF YEAR TARGETS **Proficient** – 11 **Developing** – 8-10 **Emerging** – 0-7	
Before reading story, say to the child:	
"Show me the front of the book."	
"Show me the back of the book."	
"Show me the title."	
"Which page do we read first?"	
"Where does it tell the story?"	
"Where do we start reading?"	
"Which way do we go when we are reading?"	
"Where do we go when we get to the end of a line?"	
Point to a period and ask "What is this for?"	
"Point to a letter."	
"Point to a word."	
Total /11	

ORAL LANGUAGE

END OF YEAR TARGETS **Proficient** – 12-14 **Developing 11** **Emerging** – 0-10	
RECEPTIVE	
Understands classroom language and follows classroom routines	
Understands vocabulary specific to subject situation	
Follows oral directions	
EXPRESSIVE	
Shares personal experiences and feelings related to classroom topics and book discussions	
Speaks fluently and with expression (prosody)	
Asks appropriate questions	
Can retell aspects of a story and give information about a topic	
Uses language to explain, inquire and compare	
Uses speech that is understandable – produces speech sounds correctly (e.g. articulation)	
Uses appropriate sentence structure (grammar)	
Uses appropriate vocabulary for subject and situation	
SOCIAL	
Is an active participant in classroom language activities	
Understands and uses appropriate social conventions for conversations when listening and speaking	
Ignores distractions and stays focused during listening activities	
Total /14	

PHONEMIC & PHONOLOGICAL AWARENESS

END OF YEAR TARGETS **(all subsets)** **Proficient** –24-30 **Developing** – 12-23 **Emerging** – 0-11	
1. Clapping Syllables	
bat	
mother	
office	
lollipop	
sing	
Total /5	
2. Identifying Rhymes	
book/look	
fun/run	
ring/sat	
box/yes	
fish/dish	
Total /5	

3. Producing Rhymes	
cat	
pot	
tame	
wrinkle	
brother	
Total /5	
4. Isolating Initial Sounds	
fire	
sick	
mouth	
tall	
gas	
Total /5	

5. Isolating Final Sounds	
sheep	
rain	
book	
ball	
chair	
Total /5	
6. Blending Sounds	
l i p	
f a n	
l e g	
f i sh	
m i ss	
Total /5	

ORAL RE-TELLING

END OF YEAR TARGETS **Proficient** – 4 **Developing** – 2-3 **Emerging** – 0-1		
Elements	**Descriptors**	
Characters	Includes main characters	
Setting	Where characters are or what they are doing	
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	Attempts to obtain the goal	
Result	Outcome of the attempts	
Feelings	How do characters feel or think about the outcome	
	Total /8	

LETTER ASSOCIATION

END OF YEAR TARGETS

Proficient – 26 names/sounds
Developing – 16-25 names/sounds
Emerging – <16 names/sounds

LC - Lowercase
UC - Uppercase
S - Sound

	LC	UC	S		LC	UC	S
p				b			
s				j			
g				d			
m				e			
o				r			
z				x			
h				i			
a				t			
q				k			
n				c			
w				l			
y				v			
u				f			
Total /13				**Total /13**			

COMMENTS:

READING WORDS

END OF YEAR TARGETS **Proficient** - 5 words **Developing** - 3-4 words **Emerging** - 0-2 words	
1. it	
2. can	
3. and	
4. the	
5. to	
Total /5	

DIGRAPHS

1. th	
2. sh	
3. ch	
4. ck	
5. wh	
6. qu	
	Total /6

END OF YEAR TARGETS
Proficient—6
Developing —3 -5
Emerging —0 -2

Class Data Collection

Year:

Teacher:

END OF YEAR TARGETS (all subsets)	
Proficient	24 -30
Developing	12 - 23
Emerging	0 - 11

Student Name	Clapping syllables	Identifying Rhyme	Producing Rhyme	Isolating Initial Sounds	Isolating Final Sounds	Blending Sounds	Overall Score	Proficiency
		Scores /5 for each subset					/30	**P/D/E**

Class Data Collection

Year:

Teacher:

END OF YEAR TARGETS	
Proficient	26 UC, 26,LC and 26 sounds; 6 digraphs
Developing	16-25 sounds/letter names; <6 digraphs
Emerging	Less than 16 sounds/letter names

Student Name	Upper case /26	Lower case /26	Sounds /26	Digraphs /6